

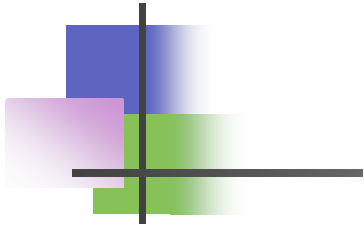
MontCAS, Phase 2 Guidelines and Procedures for CRT Accommodations



Spring 2008
for
Grades 3-8 and 10



Office of Public Instruction, Linda McCulloch, Superintendent



Montana Comprehensive Assessment System (MontCAS)
Phase 2

CRT Accommodation Manual

Spring 2008



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What are accommodations?

- Accommodations are changes in the standard practices and procedures used to teach and assess students.



What practices does this include?

- **Presentation accommodations** – Allow students to access information in ways that do not require visual reading of standard print.
- **Response accommodations** – Allow students to complete activities or respond to questions in different ways.
- **Setting accommodations** – Change the location in which an activity or test occurs or the conditions of the setting.
- **Timing & scheduling accommodations** – Increase the allowable length of time to complete an assessment of activity or change the way in which the time is organized.



Don't accommodations provide an unfair advantage to some?

- All students are expected to progress in the general education curriculum.
- Accommodations provide equal access to grade-level content for students with learning differences.
- Accommodations are intended to reduce or eliminate the effect of a disability, language limitation, or other learning difference.



Right to Accommodations Guaranteed by Law

- Students with disabilities and limited English proficiency are to participate in state and systemwide assessments with appropriate accommodations, where needed.
- The state must report the number of students with disabilities provided with accommodations in order to participate in regular assessment.



Impact of Accommodations on Test Scores

<p>Standard Accommodations change the way in which a student participates in a test, but do not alter what the test is designed to measure.</p>	<p>Nonstandard Accommodations change the nature of what is being measured by a test.</p>
<p>Impact on Validity of Test Score: none; score can be aggregated with scores of students taking the test without accommodations.</p>	<p>Impact on Validity of Test Score: The score becomes invalid, the student becomes a non-participant when calculating participation rates for AYP, and the score is not included in calculating a school's proficiency rate for AYP.</p>



Eligibility for Accommodation Use for the CRT

Students	Standard	Nonstandard
General student population	<ul style="list-style-type: none">-Can be used, based on individual student need.-Must be routinely used by student in classroom 2-3 months prior to testing.	<ul style="list-style-type: none">-Not allowed under any circumstances.
Students with IEPs or 504 plans	<ul style="list-style-type: none">-Can be used, based on individual student need.-Must be documented in IEP/504 plan	<ul style="list-style-type: none">-Can be used if need is documented in IEP/504 plan
LEP Students	<ul style="list-style-type: none">-Can be used, based on individual student need.-Must be routinely used by student in classroom 2-3 months prior to testing and/or document in LEP plan.	<ul style="list-style-type: none">-Can be used if need is documented in LEP plan



Link Between Testing and Instructional Accommodations

- Accommodation use in testing should reflect the same type of supports used by the student in daily instruction.
- The specific and unique demands of the testing situation should also be considered in identifying needed supports.



Analyze Test Demands

(Elliott & Thurlow, 2006)

Setting	<ul style="list-style-type: none">-Can the student focus on his or her own work with 25-30 other students in a quiet setting?-Does the student display behaviors that are distracting to other students taking the test?-Can the student take the test in the same way it is administered to other students?-If the student needs some external support (e.g., interpreter), would this be distracting to others?
Timing	<ul style="list-style-type: none">-Can the student work continuously for the entire length of a typically administered portion of the test?-Does the student use accommodations that require more time to complete individual test items?
Scheduling	<ul style="list-style-type: none">-Does the student take a medication that dissipates over time?-Does the student's anxiety level increase dramatically when working in certain content areas?



(con't)

Presentation	<ul style="list-style-type: none">-Can the student listen to and follow oral directions given by an adult or an audiotape?-Can the student see and hear?-Can the student read?
Response	<ul style="list-style-type: none">-Can the student track from a test booklet to a test response form?-Is the student able to manipulate a pencil or other writing instrument?
Other	<ul style="list-style-type: none">-Is this the first time that the student will be taking this type of test?-Other considerations??



OPI List of Test Accommodations

- A list of permissible accommodations has been put together for the CRT in the areas of standard and nonstandard accommodations.
- The accommodation numbering system is used to code accommodation use on the Student Response Booklet.

Scheduling Accommodations
1. Change in Administration Time: Test is administered at a time of day or a day of the week based on student needs.
2. Session Duration: Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
3. Extended Time: Time is extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.
Setting Accommodations
4. Individual Administration: Test was administered in a one to one situation.
5. Small Group Administration: Test was administered to a small group of students.
6. Reduce Distractors: Student is seated at a carrel or other physical arrangement that reduces visual distraction.
7. Alternative Setting: Test is administered to the student in a different setting.
8. Change in Personnel: Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
9. Home Setting: Test is administered to the student by school personnel in their home.
10. Front Row Seating: A student is seated in front of the classroom when taking the test.
11. Teacher Presence: A teacher faces the student during test administration.

Document Student Need for Accommodations

PARTICIPATION IN STATE/DISTRICTWIDE ASSESSMENTS		
The student will participate in the State/Districtwide assessments in the following manner: (Check one box for each test.)		
IOWA Tests (Grades 4, 8, 11) <input type="checkbox"/> N/A	CRT Tests (Grades 3-8, 10) <input type="checkbox"/> N/A	Districtwide Tests <input type="checkbox"/> N/A
<input type="checkbox"/> Without accommodations	<input type="checkbox"/> Without accommodations	<input type="checkbox"/> Without accommodations
<input type="checkbox"/> With accommodation(s)	<input type="checkbox"/> With accommodation(s)	<input type="checkbox"/> With accommodation(s)
<input type="checkbox"/> Alternate Assessment Scale <input type="checkbox"/> CRT-Alternate*	<input type="checkbox"/> CRT-Alternate*	<input type="checkbox"/> Alternate Assessment
Identify any test accommodations that must be provided for the student:		
IOWA: _____		
CRT: _____		
Districtwide: _____		
For any student who participates in an alternate assessment describe: Why the child cannot participate in the regular assessment, and: _____		
Why the particular alternate assessment selected is appropriate for the child. _____		
* The student may not participate in the CRT-Alternate unless the student's demonstrated cognitive abilities and adaptive behavior require substantial adjustments to the regular curriculum; learning objectives and expected outcomes focus on functional application, as shown by the IEP's goals/objectives; and the student requires direct and extensive instruction to acquire, maintain, regularize and transfer skills.		
For students who participate in the CRT-Alternate, the student's IEP must contain benchmarks or short-term objectives.		

SUPPLEMENTARY AIDS AND SERVICES	
Regular education classes, other education-related settings, and extracurricular and nonacademic settings, where accommodations/modifications are needed.	Specific accommodations, modifications, supplementary aids and services, assistive technology or other forms of support to enable children with disabilities to be educated with children without disabilities. Include program modifications or supports for teachers, related service providers, transportation providers and others working with this student. <input type="checkbox"/> None Needed
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

CONSIDERATION OF SPECIAL FACTORS		
	YES	NO
• Does the student's behavior impede his/her learning or that of others?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student have communication needs?	<input type="checkbox"/>	<input type="checkbox"/>
• Does the student require assistive technology devices or services?	<input type="checkbox"/>	<input type="checkbox"/>
• Has the student been determined to be "Limited English Proficient"?	<input type="checkbox"/>	<input type="checkbox"/>
<u>Any item above checked "Yes" must be addressed in the IEP.</u>		
For a student with blindness or visual impairment <input type="checkbox"/> N/A	YES	NO
• Does the student need training in orientation and mobility?	<input type="checkbox"/>	<input type="checkbox"/>
If "Yes" is checked, training must be addressed in the IEP.		
• Does the student need instruction in Braille or the use of Braille?	<input type="checkbox"/>	<input type="checkbox"/>
If "No" is checked, describe in the notes why instruction in Braille or the use of Braille is not appropriate. This decision must be based on evaluation results.		



Do's and Don'ts in Using Testing Accommodations

Do.....

- make accommodation decisions on an individual basis.
- systematically use accommodations during instruction and carry these same practices into the assessment process.
- base the decision about accommodations on the individual needs of the student.
- consult the state list of testing accommodations after determining what the student needs.
- evaluate the student's accommodations periodically because student needs change over time.

Do not.....

- make accommodation decisions on a group basis.
- introduce a new accommodation for the first time in an assessment.
- base the decision about what accommodations a student will use on the student's disability category.
- start from the state list of accommodations when considering what accommodations a student will use in an upcoming test.
- pick accommodations once and then never re-evaluate the need for them or for new ones.



For questions and additional information, contact:

- For questions about test policy:

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